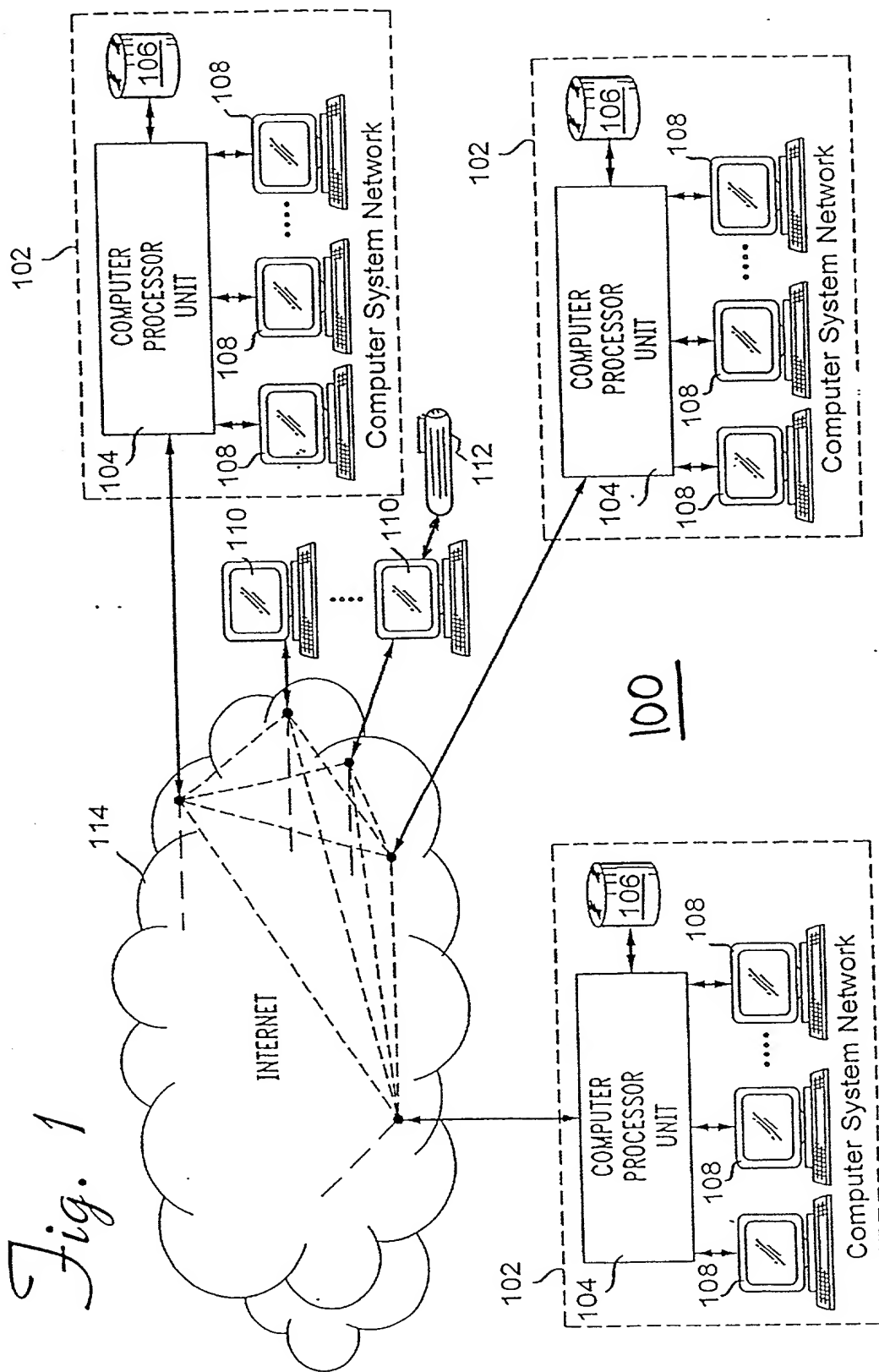


Fig. 1



202

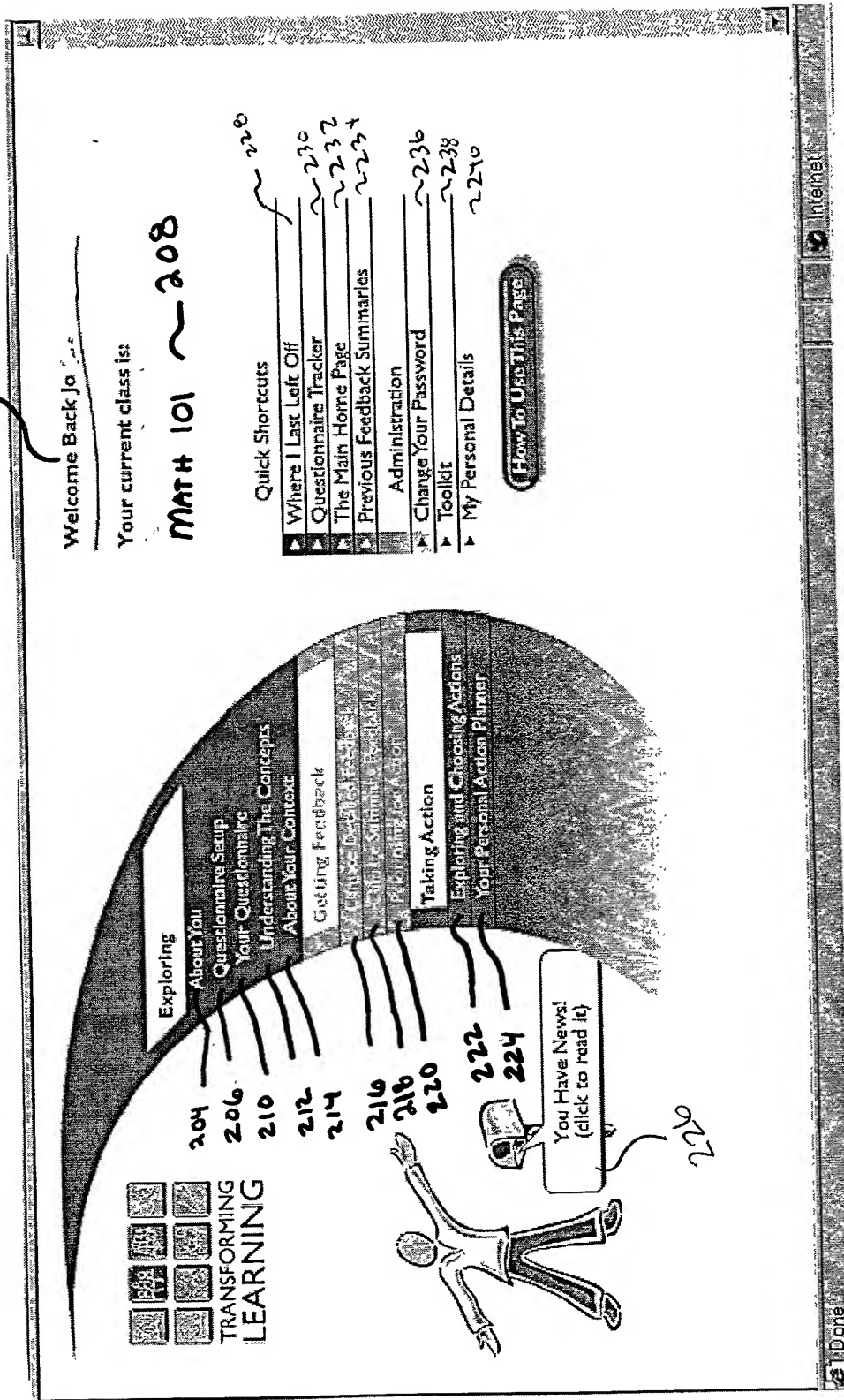


FIG. 2

1001899144

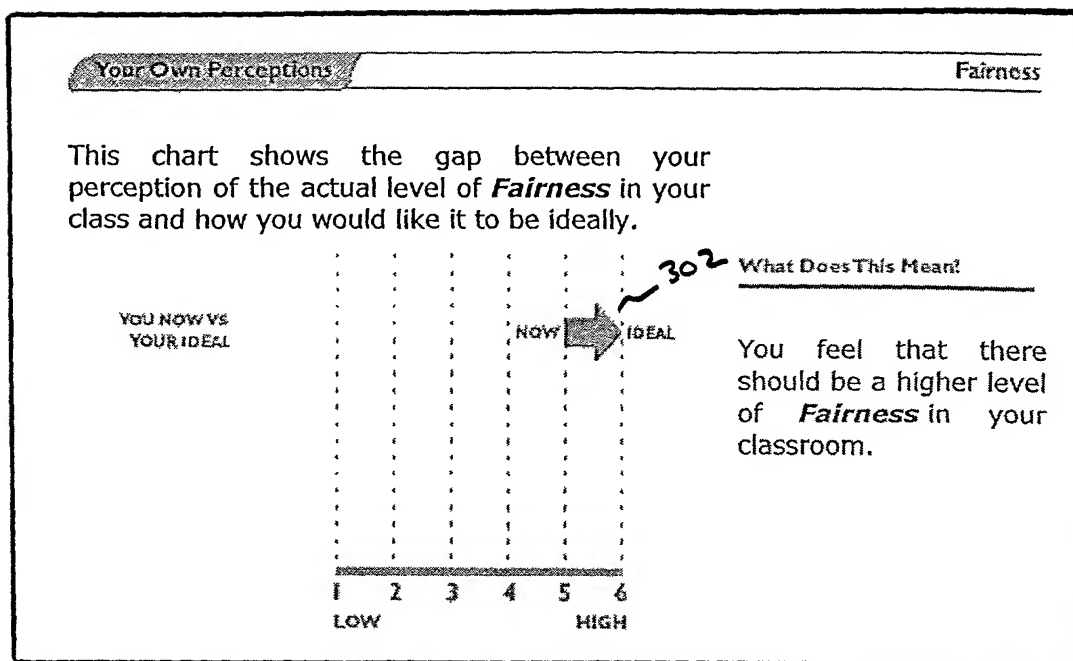


FIG. 3A

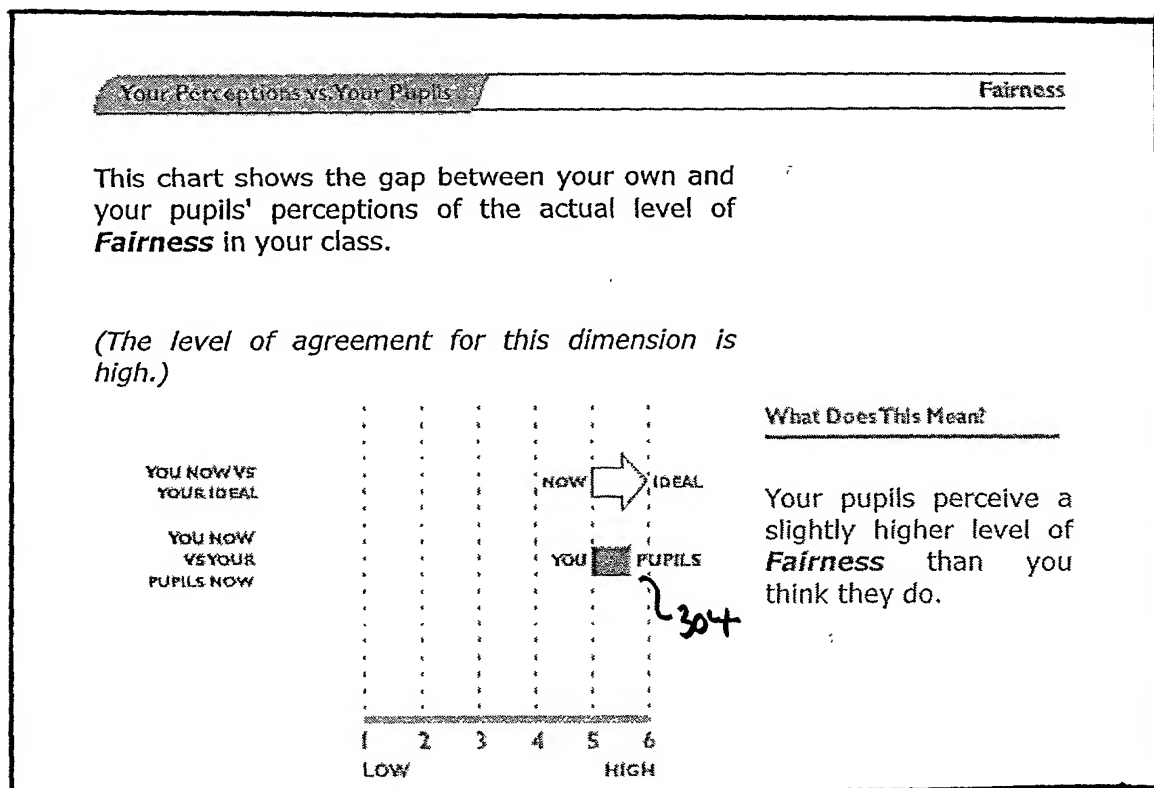
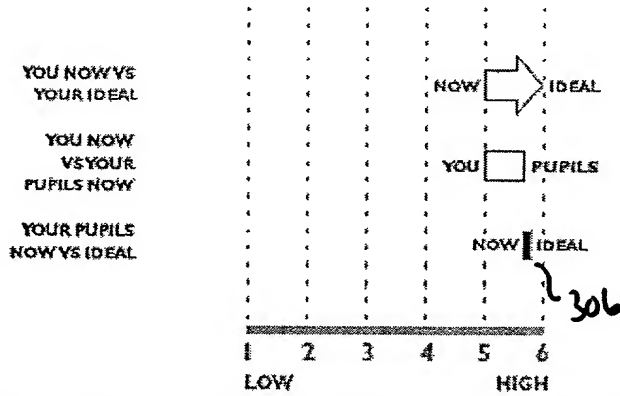


FIG. 3B

The Perceptions of Your Pupils

Fairness

This chart shows the gap between your pupils' perceptions of the actual level of **Fairness** and their aspirations for the future.



What Does This Mean?

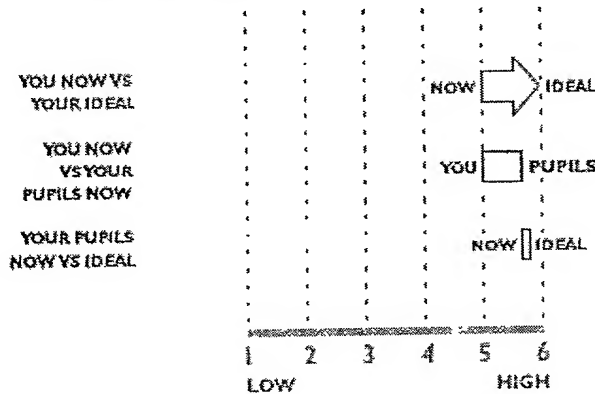
Your pupils' responses also indicate that they feel satisfied with the level of **Fairness** in your classroom.

FIG. 3C

Your Class in Comparison With Other Classes

Fairness

This chart shows how your pupils' perceptions of the actual level of **Fairness** compare with the views of pupils in other classes nationally.



What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that perceived by pupils in other classrooms nationally.

PUPILS NOW VS NATIONAL BENCHMARKS



FIG. 3D

Your results in relation to **Fairness** are very positive. The challenge for you is to maintain this and use it to stretch pupils in your class even further, whilst working on dimensions which are not so strong **or** whilst identifying opportunities to improve classroom climate outside this class.

What Does This Mean?

The degree of **Fairness** perceived by your pupils is high in relation to that

perceived by pupils in other classrooms nationally.

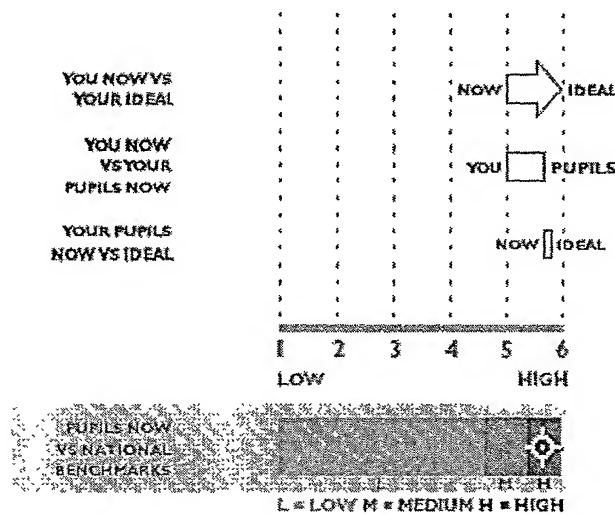


FIG. 3E

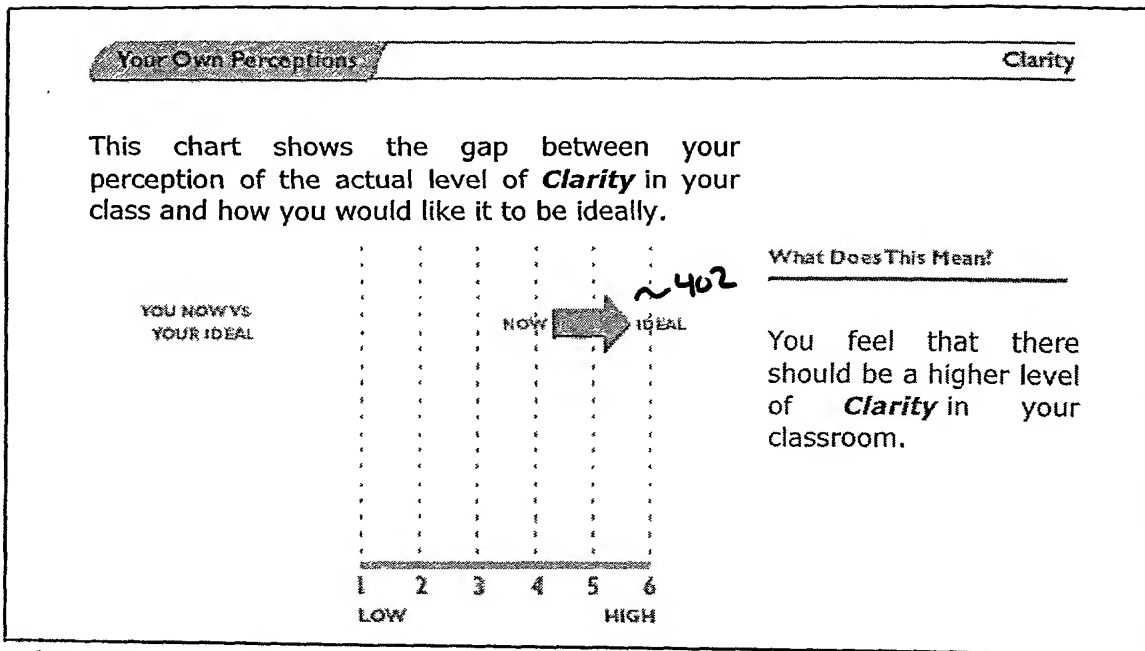


Fig. 4A

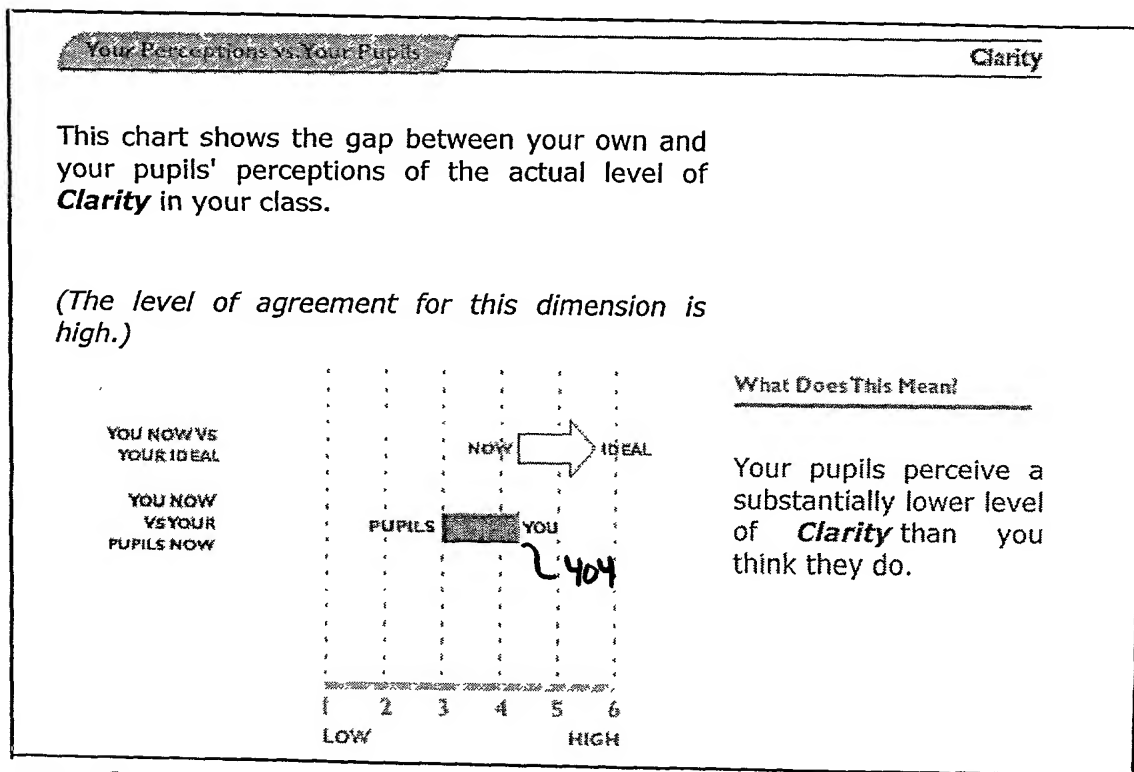
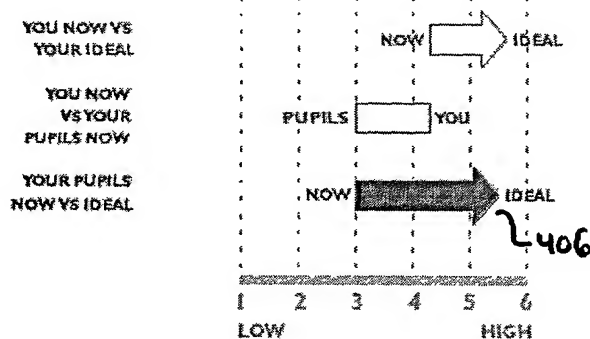


Fig. 4B

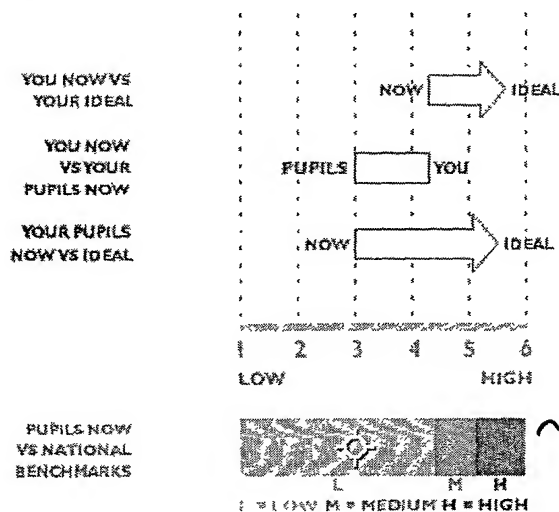
What Does This Mean?



Your pupils' responses also indicate that they feel there is substantial scope for increasing the level of **Clarity** in your classroom.

FIG. 4C

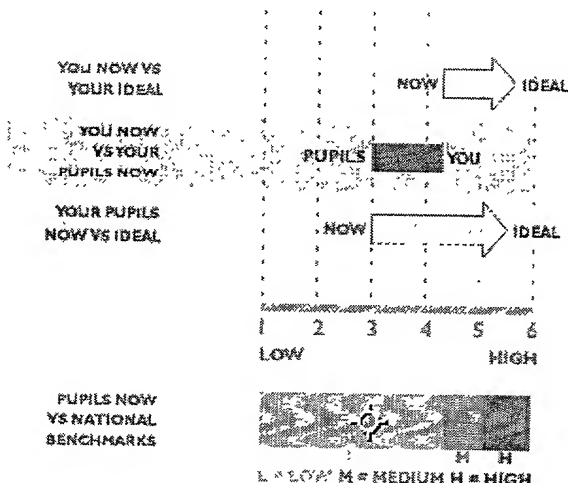
What Does This Mean?



The degree of **Clarity** perceived by your pupils is low in relation to that perceived by pupils in other classrooms nationally.

FIG. 4D

Your results indicate you would benefit most by keeping in tune with your pupils' perceptions about the level of **Clarity** in your classroom. As a reminder, the most significant finding in your feedback is highlighted below.

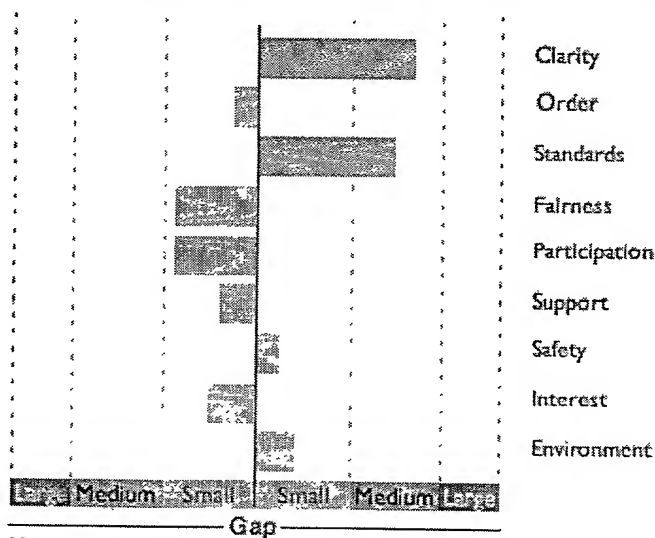


What Does This Mean?

Your pupils perceive a substantially lower level of **Clarity** than you think they do.

FIG.4E

In reviewing this summary, your key question is: Do I understand and share my pupils perceptions of the classroom climate?

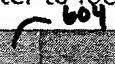


What Does This Mean?

In general, you are very 'in tune' with the perceptions of your pupils - you clearly understand how they feel about the classroom climate and are in an excellent position to think through the impact of this on their performance.

FIG.5

604



Clarity
-606
Order

~ bob

	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100
1	1	2	3	4	5	6	7	8	9	10	11	12	13	14	15	16	17	18	19	20	21	22	23	24	25	26	27	28	29	30	31	32	33	34	35	36	37	38	39	40	41	42	43	44	45	46	47	48	49	50	51	52	53	54	55	56	57	58	59	60	61	62	63	64	65	66	67	68	69	70	71	72	73	74	75	76	77	78	79	80	81	82	83	84	85	86	87	88	89	90	91	92	93	94	95	96	97	98	99	100

FIG. 6

Current Section: Getting Feedback		Implications
DIMENSION	PRIORITY	KEY MESSAGE
Order	Medium	Understanding your pupils' experience.
Fairness	Medium	Maintaining the high level of this dimension.
Clarity	High	Understanding your pupils' experience.
Participation	High	Raising pupils' views against the Norms.
Support	High	Raising pupils' views against the Norms.
Safety	High	Understanding your pupils' experience.
Interest	High	Raising pupils' views against the Norms.
Environment	High	Raising pupils' views against the Norms.
Standards	High	Raising pupils' views against the Norms.

Fig. 7

Dimensions	Priority	Your Response
Order	Medium	Accepting
Fairness	Medium	I Don't Believe It
Clarity	High	Accepting
Participation	High	Accepting
Support	High	Accepting
Safety	High	Angry
Interest	High	Accepting
Environment	High	Accepting
Standards	High	Accepting

Fig. 8

Dimensions	Priority	For More Information	Select Up to 3 Key Action Areas
Order	Medium	Click Here...	<input type="radio"/>
Fairness	Medium	Click Here...	<input type="radio"/>
Clarity	High	Click Here...	<input checked="" type="radio"/>
Participation	High	Click Here...	<input type="radio"/>
Support	High	Click Here...	<input type="radio"/>
Safety	High	Click Here...	<input type="radio"/>
Interest	High	Click Here...	<input type="radio"/>
Environment	High	Click Here...	<input type="radio"/>
Standards	High	Click Here...	<input checked="" type="radio"/>

FIG. 9

902

1002

Clarify Standards

1002

Characteristic: Click for More Information

Selected Action

Analytical Thinking	✓		<input type="radio"/>
Conceptual Thinking	✓		<input type="radio"/>
Drive for Improvements		✓	<input checked="" type="radio"/>
Initiative	✓		<input type="radio"/>
Holding People Accountable		✓	<input checked="" type="radio"/>
Managing Pupils	✓	✓	<input checked="" type="radio"/>
Passion for Learning	✓	✓	<input checked="" type="radio"/>
Impact & Influence		✓	<input type="radio"/>

1004

1006

Action Still Outstanding

FIG. 10

FIG. 11

1102

how do you see this now?

1104

1106

Now

In Ms Osborne's class students are not expected to hand their work in on time

Skip Question ▼

In Ms Osborne's class students are always expected to hand their work in on time

1108


how would you like to see this in the future?

Now

FUTURE

In Ms Osborne's class students are not expected to hand their work in on time

In Ms Osborne's class students are always expected to hand their work in on time

 <p>TRANSFORMING LEARNING</p>		<p>Exploring About You</p> <p>1206 The Questionnaire Setup</p> <p>1212 Understanding The Concepts About Your Content</p> <p>1216 Creating A Content</p> <p>1220 Taking Action</p> <p>1224 Exploring Your Leadership Style</p> <p>1226 Exploring and Choosing Actions Your Personal Action Plan</p>	<p>Quick Shortcuts</p> <p>Where I Last Left Off ~ 1230</p> <p>Questionnaire Tracker ~ 1232</p> <p>The Main Home Page ~ 1234</p> <p>Administration</p> <p>Create Your School Manager Account ~ 1236</p> <p>Change Your Password ~ 1238</p> <p>Toolkit ~ 1240</p> <p>My Personal Details ~ 1242</p>	<p>How To Use This Page</p>
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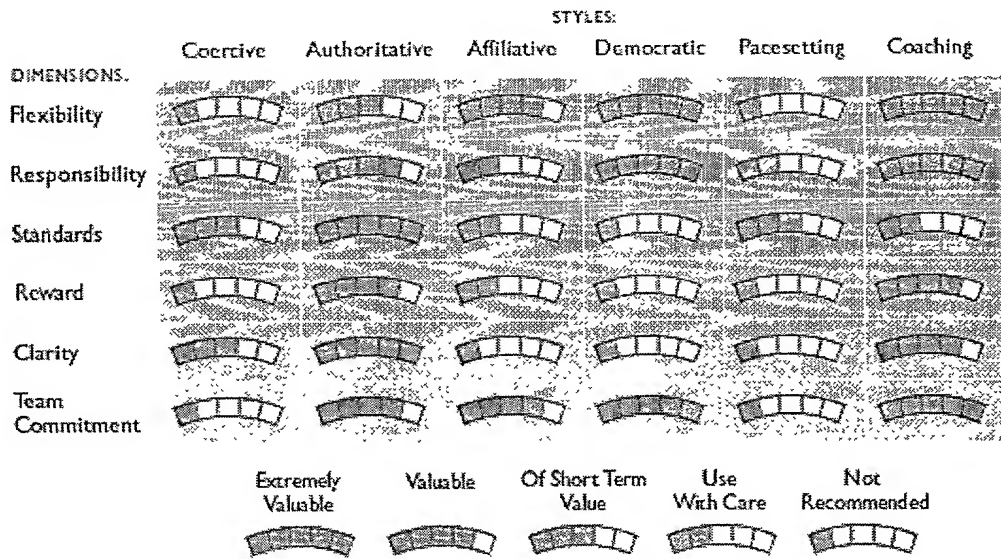


FIG. 13

What Does This Mean?

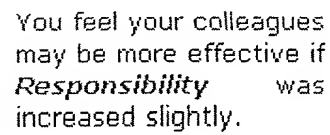


FIG. 14A

(The level of agreement for this dimension is high.)



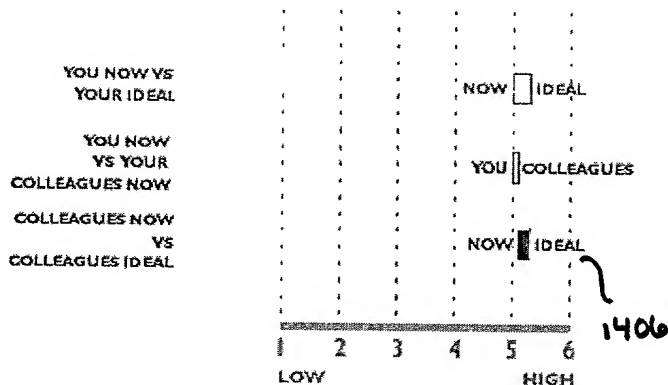
There is no difference between your perception of **Responsibility** in the school and your colleagues' perception.

FIG. 14B

The Perceptions of Your Colleagues

Responsibility

This chart shows the gap between your colleagues' perception of the actual level of **Responsibility** in the school and their aspirations for the future.



What Does This Mean?

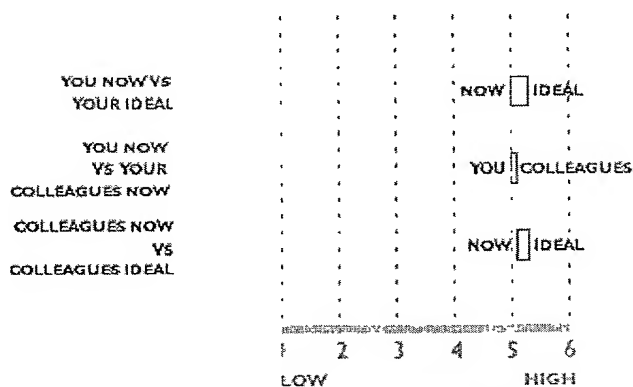
The responses of your colleagues also suggest that they feel satisfied with the level of **Responsibility** in the school.

FIG. 14C

Your School in Comparison With Other Schools

Responsibility

This chart shows how your colleagues' perceptions of the actual level of **Responsibility** compares to the views of staff in other schools nationally.



What Does This Mean?

The level of **Responsibility** perceived by your colleagues is high in relation to that found in other schools nationally.

COLLEAGUES NOW VS NATIONAL BENCHMARKS

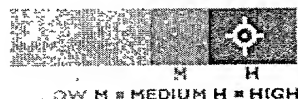
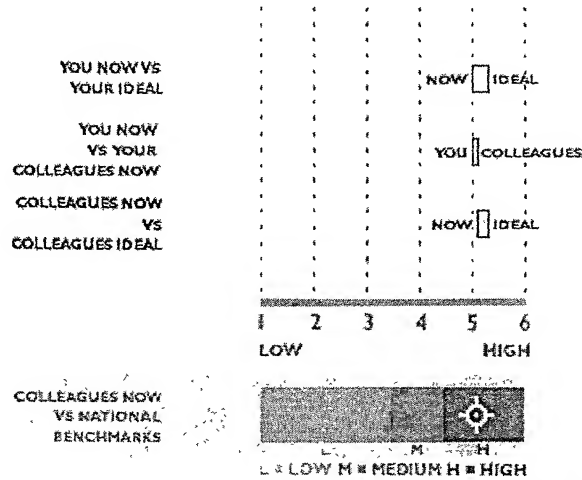


FIG. 14D

Your Key Messages

You are in tune with the perceptions of your colleagues about *Responsibility*, and the level of this dimension is high in relation to that in other schools nationally. The challenge for you is to maintain this, whilst developing the most significant finding in your feedback . highlighted below.



What Does This Mean?

The level of *Responsibility* perceived by your colleagues is high in relation to that found in other schools nationally.

FIG. 14E

FIG. 15A

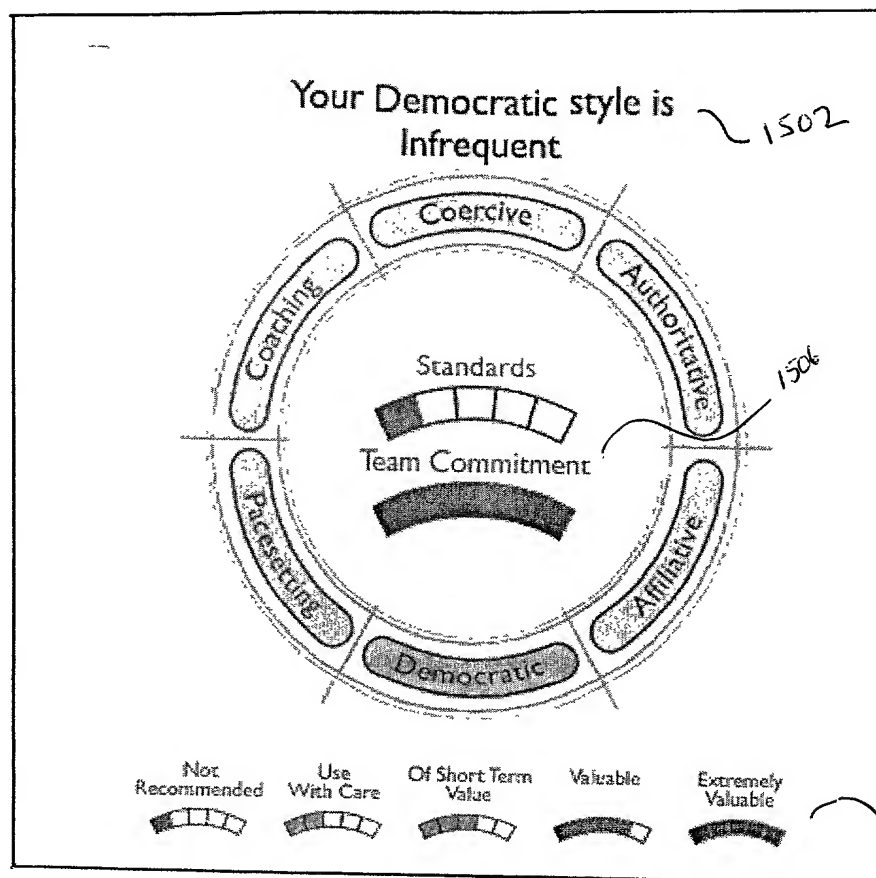


FIG. 15A

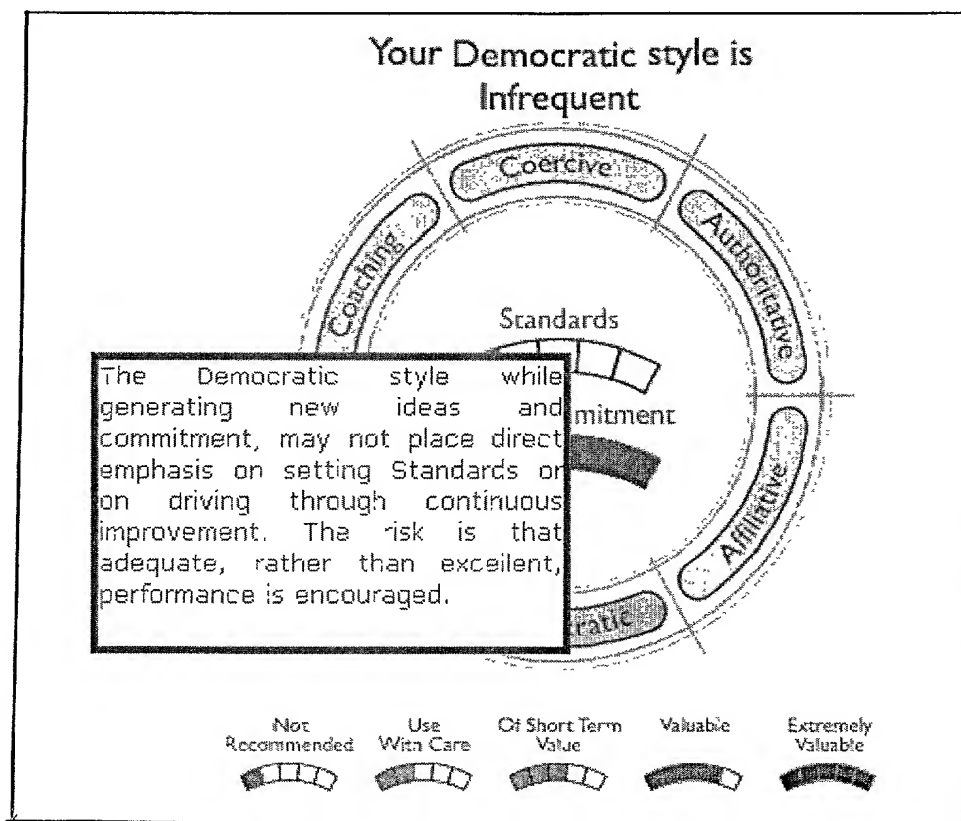


FIG. 15B

[illegible]